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255 and 259, simply because he has emphasized the idea of adaptation of teaching to the age of pupils. In these addresses and essays, as in all of Professor Laurie's writings, the diction is worthy of the subject.

An Ideal School. By PRESTON W. SEARCH. D. Appleton & Co. 357 pp.

THERE are two dominant ideas in this projection of an ideal school: the necessity for a joyous, healthful physical life for children; the possibility of classifying children so that the extremes of ability in any group shall be almost identical. The writer, unfortunately, adopts the exhortatory and declamatory style which is affected by many lecturers in institutes for elementary school teachers. The most effective parts in the treatment of the leading ideas lie in the descriptions of the Abbotsholme, l'École des Roches, and other schools which are making the establishment of health among children an essential in their programs; and also, in the accounts of the methods pursued by various teachers who are making the development of the individuality of each child the central thought in their work.

Although the subjects in the curriculum are written up, the point of view is largely that of the old school. The psychology of the various subjects taught, particularly of mathematics, has not been considered by the author.

At present, no treatment of high-school children is possible without a few paragraphs or pages devoted to adolescence. The quotations on this subject are good, but the reader cannot help wondering what is the ideal of elementary education in the philosophy of those who see the necessity for activity first looming up in the high school. What about activity all through the school life?

Another minor question which receives attention is that of co-education. At first the author thinks that co-education between the ages of thirteen and seventeen is "a debatable question." It would be interesting to note the different ages and lengths of period in which co-education is "a debatable question" with different separatists. However, Mr. Search does not continue his discussion of separation very long. His understanding of boys and girls is so sympathetic that he finds it impossible to maintain his attitude of doubt in regard to co-education, and he finally concludes that "It is far better to have a boy's conception of girlhood colored by contact with the noble average girl of the school than by his riotous imagination or some exceptional suggestion."

The concluding chapter is a plea for the private endowment of an elementary and secondary ideal school. It is passing strange that the endowment in 1899 of the Chicago Institute, in which Colonel Parker was to be the moving spirit, entirely escaped the notice of Mr. Search, whose book appeared two years later.

Mental Growth and Control. By NATHAN OPPENHEIM, M.D. The Macmillan Company, 1902. Pp. 289 + viii.

A DISTINGUISHING characteristic of the medical doctor is a fondness for reflecting on ethical questions. The fundamental in this act is always of a psychological nature. As a rule, the physician is readier in discussion of questions bearing on mental activity than on bodily structure or function when speaking to the general public. Ethics and psychology are related to physiology, but the doctor whose business in life is caring for the body treats the problems in their domain in a somewhat dilettanteish